Lisa Duvalsaint 11/10/2016

CBSE 7201 Prof. O'Connor

Wiki Assignment #7

15. Ariës, R., & Cabus, S. (2015). Parental homework involvement improves test scores? A review of the literature. *Review of Education,* *3*(2), 179-199.

This review specifically focuses on the correlations between various parent strategies and student achievements in compulsory education. It demonstrates that when parents facilitate, structure or emotionally support the homework process and, as such, are not actively involved in assisting in homework tasks, then the literature indicates indecisive or negative results. However, when parents are directly involved in assisting their children during homework tasks, then positive correlations were found throughout the literature, in particular when parents engage in meta‐strategies or support the child's understanding of homework. While policy is primarily focused on providing instruments for parents to facilitate or structure the homework process, the current review suggests that parents need to be better informed on specific strategies that accommodate the student's need when assisting in homework tasks in order to improve achievements.

16. Cooper, Lindsay, & Nye. (2000). Homework in the Home: How Student, Family, and Parenting-Style Differences Relate to the Homework Process. *Contemporary Educational Psychology,* *25*(4), 464-487.

Parents were surveyed about involvement in their child's homework. An analysis revealed three dimensions of homework involvement similar to those found in more general studies of parenting style. These dimensions were autonomy support, direct involvement, and elimination of distractions. A fourth dimension, parental interference, differentiated itself from autonomy support for students in higher grades. Two-thirds of parents reported some negative or inappropriate form of involvement. Parenting style for homework was then related to student and family characteristics and student schooling outcomes. Results indicated parents with students in higher grade levels reported giving students more homework autonomy and less involvement of all other types. Parents in poorer families reported less support for autonomy and more interference. Parents reported less elimination of distractions when an adult was not at home after school and, for elementary school students, when there were more than one child living in the home. Elementary school parents of males reported more direct involvement in homework, while high school parents of females reported more direct involvement. More parental support for autonomy was associated with higher standardized test scores, higher class grades, and more homework completed. More positive parent involvement was associated with lower test scores and lower class grades, especially for elementary school students.

17. Gutman, L., & McLoyd, M. (2000). Parents' Management of Their Children's Education Within the Home, at School, and in the Community: An Examination of African- American Families Living in Poverty. *The Urban Review,* *32*.

This study was done to examine variation in parents' management of their children's education within the home, at school, and in the community as a function of whether their children were experiencing academic success or academic problems. Within the home, parents of high achievers used more specific strategies to help their children with their schoolwork and had more supportive conversations with their children than parents of low achievers. At their children's school, parents of high achievers not only were more involved but had different reasons for their involvement than parents of low achievers. In the community, more parents of high achievers explicitly engaged their children in activities to support their achievement than parents of low achievers. Implications for parents, schools, and communities are discussed.

18. Hughes, J., Kwok, O., & Harris, Karen R. (2007). Influence of Student–Teacher and Parent–Teacher Relationships on Lower Achieving Readers' Engagement and Achievement in the Primary Grades. *Journal of Educational Psychology,* *99*(1), 39-51.

This study was conducted among 443 ethically diverse low achieving 1st graders in Texas. The authors tested a theoretical model positing that (a) the quality of teachers' relationships with students and their parents mediates the associations between children's background characteristics and teacher-rated classroom engagement and that (b) child classroom engagement, in turn, mediates the associations between student–teacher and parent–teacher relatedness and child achievement the following year. African American children and their parents, relative to Hispanic and Caucasian children and their parents, had less supportive relationships with teachers. These differences in relatedness may be implicated in African American children's lower achievement trajectories in the early grades. Implications of these findings for teacher preparation are discussed.

19. Stephenson, Kathy A., Parrila, Rauno K., Georgiou, George K., & Kirby, John R. (2008). Effects of Home Literacy, Parents' Beliefs, and Children's Task-Focused Behavior on Emergent Literacy and Word Reading Skills. *Scientific Studies of Reading,* *12*(1), 24-50.

This study examined the effects of home literacy (shared book reading, teaching activities, and number of books), children's task-focused behavior, and parents' beliefs and expectations about their child's reading and academic ability on kindergarten children's phonological sensitivity and letter knowledge and on Grade 1 word reading. The results showed that, after controlling for nonverbal IQ and vocabulary, home literacy instruction prior to kindergarten, parents' beliefs about their children's reading ability, and children's task-focused behavior were significant predictors of two or more of the dependent variables. Storybook reading did not account for unique variance in any of the dependent variables.

20. Walker, A. R., Collins, T. S., & Moody, A. K. (2014). Homework supports for children with learning disabilities. *Childhood Education*, *90*(4), 319.

This article discusses how parents struggle to find effective ways to support learning homework and independence. It particularly focuses on how learning is sometimes compromised with children that have learning disabilities. It provides parents with specific strategies and suggestions when helping children with disabilities complete homework assignments.

21. Desimone, Laura. (1999). Linking Parent Involvement with Student Achievement: Do Race and Income Matter? *Journal of Educational Research, 93(1),* 11-30.

This essay discusses how the effects of parent involvement vary for students from racial-ethnic and economic backgrounds. Data was used from the 1988 National Education Longitudinal Study to examine relationships between 12 types of parent involvement and 8th-grade mathematics and reading scores. Results showed statistically significant differences in the relationship between parent involvement and student achievement according to race/ethnicity and family income, how achievement was measured, type of involvement, and whether parents or students reported it.

22. Hill, Nancy E., & Tyson, Diana F. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies that Promote Achievement. *Developmental Psychology, 45(3),* 740-763.

Early adolescence is often marked by changes in school context, family relationships, and developmental processes. In the context of these changes, academic performance often declines, while at the same time the long-term implications of academic performance increase. In promoting achievement across elementary and secondary school levels, the significant role of families, family-school relations, and parental involvement in education has been highlighted. Although there is a growing body of literature focusing on parental involvement in education during middle school, this research has not been systematically examined to determine which types of involvement have the strongest relation with achievement. The authors conducted a meta-analysis on the existing research on parental involvement in middle school to determine whether and which types of parental involvement are related to achievement. Across 50 studies, parental involvement was positively associated with achievement, with the exception of parental help with homework. Involvement that reflected academic socialization had the strongest positive association with achievement. Based on the known characteristics of the developmental stage and tasks of adolescence, strategies reflecting academic socialization are most consistent with the developmental stage of early adolescence.

22. Paratore, J. (2005). Approaches to family literacy: Exploring the possibilities. *The Reading Teacher,* *59*(4), 394-396.

Paratore introduces three different family literacy programs in the US. These are Intergenerational Literacy Project, Project EASE, and a project that represents the US. Each one is dedicated to accomplishing family literacy in both senses of the term, and each is doing so in decidedly different ways.

23. Hughes, J., Kwok, O., & Harris, Karen R. (2007). Influence of Student–Teacher and Parent–Teacher Relationships on Lower Achieving Readers' Engagement and Achievement in the Primary Grades. *Journal of Educational Psychology,* *99*(1), 39-51.

Participants were 443 (52.6% male, 47.4% female) ethnically diverse, 1st-grade, lower achieving readers attending 1 of 3 school districts in Texas. Using latent variable structural equation modeling, the authors tested a theoretical model positing that (a) the quality of teachers' relationships with students and their parents mediates the associations between children's background characteristics and teacher-rated classroom engagement and that (b) child classroom engagement, in turn, mediates the associations between student-teacher and parent-teacher relatedness and child achievement the following year. The hypothesized model provided a good fit to the data. African American children and their parents, relative to Hispanic and Caucasian children and their parents, had less supportive relationships with teachers. These differences in relatedness may be implicated in African American children's lower achievement trajectories in the early grades. Implications of these findings for teacher preparation are discussed.

24. Núñez, J., Suárez, C., Rosário, N., Vallejo, P., Valle, G., & Epstein, A. (2015). Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: Differences among elementary, junior high, and high school students. *Metacognition and Learning,* *10*(3), 375-406.

This study aims to produce a deeper understanding of the relationship between perceived parental homework involvement (i.e., parental homework control and parental homework support), student homework behaviors (i.e., time spend on homework completion, time management, and amount of homework completed), and student academic achievement. Using Mplus5.1, a structural equation model was fit for 1683 students at different stages of schooling (i.e., elementary school − 5th and 6th grades; junior high school − 7th and 8th grades; and high school − 9th and 10th grades). The data showed that student homework behaviors, perceived parental homework involvement, and academic achievement are significantly related. However, results vary depending on the students’ grade level: (a) in junior high and high school, perceived parental homework involvement is related to students’ homework behaviors, but not in elementary school; and (b) although students’ homework behaviors are related to academic achievement at each school level, the direction and magnitude of the relationships vary. Specifically, the relationship between perceived parental homework involvement and academic achievement is stronger in junior high and high school than in elementary school; and student homework behaviors mediate the association between perceived parental homework involvement (control and support) and academic achievement only in junior high and high school.

25. Anne T. Henderson, Karen L. Mapp, (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Retrieved from <http://www.sedl.org/pubs/catalog/items/fam33.html>

This research synthesis is the second in a series that will examine key issues in the field of family and community connections with schools. It is a synthesis of 51 studies about the impact of family and community involvement on student achievement and effective strategies to connect schools, families and community.

26. Dushek, S. E. (2001). *Parent's Percieved Effectiveness of Parental Involvement on Their Children's Education at Red Cedar Vocationa and Special Education Center in Rice Lake, Wisconson* (Doctoral dissertation, University of Wisconsin-Stout).

This study was to examine parents' perceived effectiveness of parental involvement on their childrens education. A survey of 14 questions was adminitered to 16 parents. The purpose was to show a relationship between parental involvement and perceived student success.